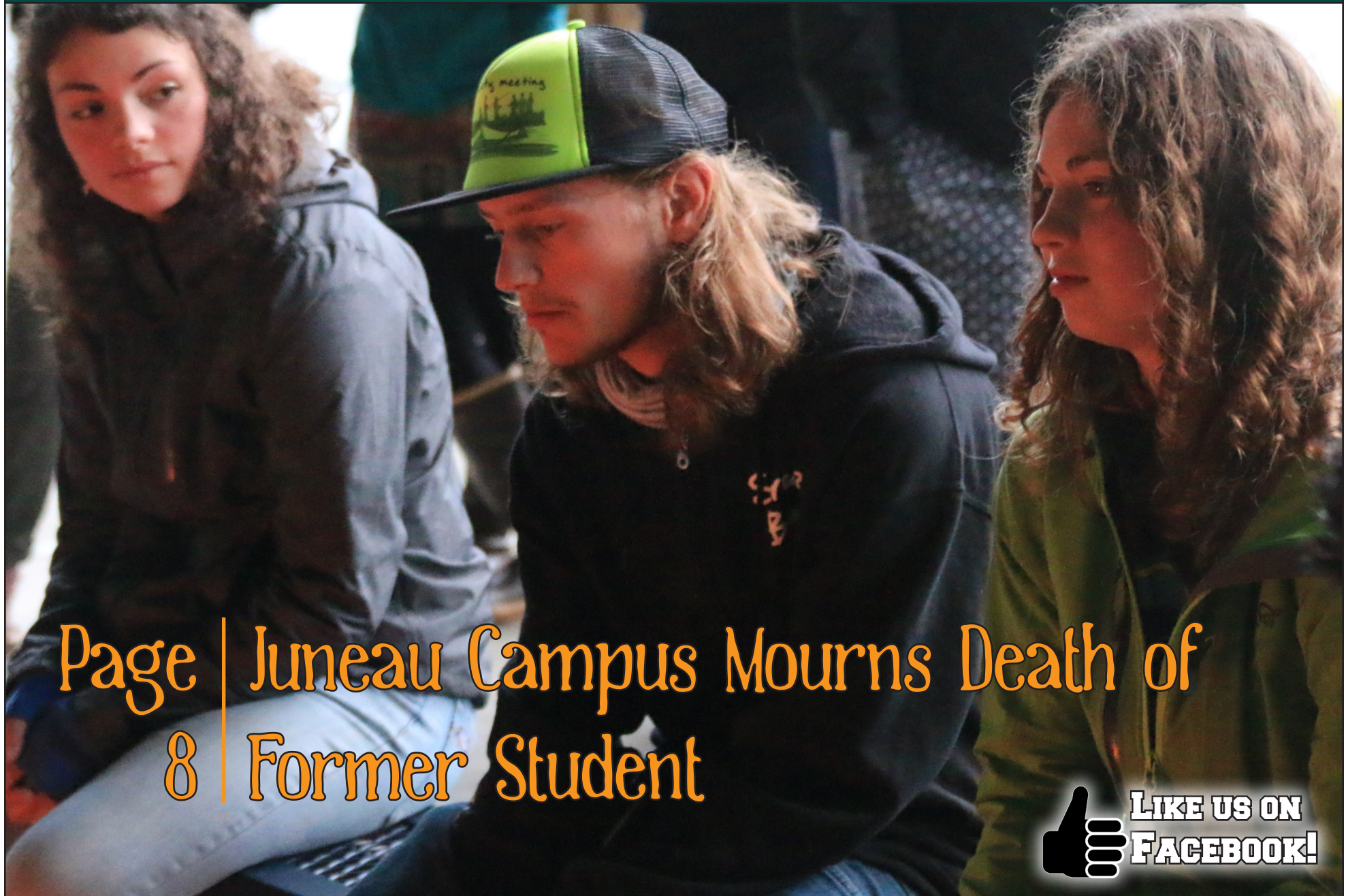


UNIVERSITY of ALASKA SOUTHEAST WHALESONG

September 28, 2016

The Official Student Newspaper of UAS



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8 | Former Student



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ON THE COVER...

Luke Brockmann (center) tells a story about his friend Reed McWilliams, a former UAS student who passed away on Sept. 13, at a bonfire held in Reed's honor in the Noyes Pavillion. Celia (left) and Esther Bowers (right) look on.

(Photograph by Steve Brockmann)

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— UAS Answers — *everybody's got one ...*

If a Zombie Apocalypse really happened, what would you do and who would you team up with?



"I know how to sail, so I'd apprehend a sailboat, because that runs off renewable energy. I'd live off of fish as long as I had to. That's my plan!" -Laib Allensworth



"If Nathan Block has not been 'turned' yet, I'd group up with him and I'd be safe. He's good with strategizing." -Maranda Clark



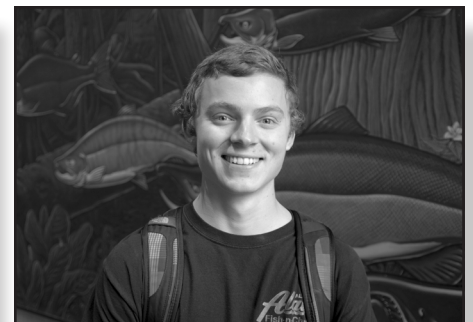
"I'd go to my work because I run whale watches and get on a boat and take off somewhere. Maybe go take over Costco." -Taylor Jorgensen



"I'd team up with my buddy Jason because he has loads of guns and a big truck. Then raid a store and take a ferry out." -Stefann Paddock



"I'd use the laptop in my bookbag as a weapon, team up with my friends and drive to Costco. Definitely Costco!" -Grace Rodriguez



"I'd go home and grab my rifle, go to Safeway and get as many supplies as possible! Staying mobile is KEY." -Nick Whicker

Letter from — the Editor —

BY DANIEL PISCOYA

for the UAS Whalesong

Hello again, UAS.

I'd like to introduce Kasey Chen, our new Staff Writer, and Rob Liendo, our new Photographer! I would also like to welcome Holly Fisher, our Advertising Manager, to the position of Staff Writer as well. Rob, Kasey, and Holly are wonderful people who I look forward to working with. You will be hearing more from all of them.

As student employees, it's important to remember that we are students first. It's important to remember this because it's also very hard to remember it. I have spent more than my share of late nights in the office working on the paper. This is one of them. But my job is structured such that my first priority (and my only priority, should it come down to it) is to be a good student, i.e. to not allow my job, or any other part of my life to distract me from my studies.

Undistracted study is the core of the identity of a full-time student. When someone asks me, for instance, what I do, I can answer that I am a student. I can do so because even my livelihood is oriented around my studies.

However, I'd like to posit an idea that I have been thinking about more and more as I prepare to write my thesis and to graduate. What if even studying can distract me from my studies? Allow me to explain.

As a Literature major, my thesis is supposed to be the place in which I sum up all my experience and talent and exert it to its full potential in one essay. A thesis was supposed to be, for me: the same kind of essay and subject matter I've been doing in my classes, but studied for an uncharacteristically long time and with a singular focus, and uncharacteristically long and thorough. However, as I am beginning my senior year and preparing for my thesis, I am dismayed to realized that a singular focus and uncharacteristic thoroughness may be handicapped by the very things that, after so long, have made them possible: my current classes.

As a student of the UA Scholars Program, I am required to take 30 credits a year - 15 a semester - in order to receive the scholarship that, these days, is necessary to my continued presence at this University. However, late in my college career, this means that I am taking classes that are unnecessary to my degree (even though I enjoy them heartily).

As such, my dream of a period of study characterized by singular focus, extensive research, and prolonged consideration is broken up in the staccato rhythm of day-to-day classes.

Now, it is apparent to me that there are plenty of things I could or can do about this problem. The truth is, I kind of like the staccato rhythm of university life. But as I am approaching the end of my time here, it makes me wonder whether the university system truly cares about education, or if my thesis really does look like another 3 credit course to them - another link from the sausage machine. In any case, I welcome your thoughts on the matter.

Feel free to contact Daniel Piscoya at dlpiscoya@alaska.edu or at the Whalesong e-mail at uas.whalesong@alaska.edu.

WANT TO WRITE TO THE WHALESONG?

Send your articles, comments, letters, photos, or poems to

uas.whalesong@alaska.edu

and you could be published in an issue of the school's newspaper!

WHALESONG STAFF



Daniel Piscoya
Managing Editor



Kasey Chen
Staff Writer



Holly Fisher
Staff Writer,
Advertising Manager



Rob Liendo
Photographer



Positions Open
Staff Writer

Contact us via e-mail at
uas.whalesong@alaska.edu

The Board of Regents Meeting and Strategic Pathways: — What's Next —

BY HOLLY FISHER

For the UAS Whalesong

In light of Alaska's budget deficit, the University of Alaska system has opted to adopt the Strategic Pathways plan to address current and upcoming budget cuts. The project caused a concerned reaction upon its initial introduction, but the University has made a concerted effort to maintain open communication and community involvement. UA President Jim Johnson and all those working on the Pathways project have been very open to commentary from faculty, students, and surrounding communities. At the recent Board of Regents meeting here in Juneau, the presentations attempted to take into account the considerations of interested parties. A casual meet-and-greet style open event Thursday, Sept. 15 was held to allow people to have a chance to talk to the Board members, President Johnson, and even Juneau Mayor Ken Koelsch. By providing these opportunities and making information readily available, they are working to acclimate the UA campuses to the large changes that are being considered for the coming years.

Strategic Pathways was adopted in order to better manage the available resources and to cope with the increasing budget cuts by the legislature. At this point, the separate pieces of this plan are still being discussed. It is possible that there will be a consolidation of faculty and managerial staff, centralization of services such as the IT department, and that the majority of degree programs will each be assigned to lead campuses

instead of being available at multiple campuses. A current example is the UAA Nursing program which is a 'sole provider' model - it is available to students in locations across the UA system but is managed at the UAA campus. Thus, someone may live in Juneau but can still be considered an Anchorage student and their degree can still be conferred from UAA. There are more models under consideration but none have been implemented as of yet.

There has been discussion of exclusively consolidating certain degree programs onto one campus, and only having them available through online resources at other locations. Examples would be Marine Biology and Fisheries being moved to UAS, Natural sciences to UAF, and Social Sciences to UAA. If degrees are moved away from any of the campuses, previous students in that program may be grandfathered in at their original location. GERs, Humanities, and certifications will remain available across the system. Some low-enrollment classes, however, may be in danger of being cut. By avoiding unnecessary program repetition, the University hopes that the budget will be able to accommodate state-level budget cuts without cutting programs.

Starting last academic year, the UA system began a three year/three phase review of how to best institute these massive changes. These past few weeks the Board of Regents has met three times, once on each campus, to discuss the options and decide on the direction the next phase might take.

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— Alaska Leadership Initiative Members Attend Weekend Retreat

BY KASEY CHEN

For the UAS Whalesong

Members of the Alaska Leadership Initiative (ALI) headed to the Eagle River United Methodist Camp this weekend for a retreat focused on community building and self-discovery. Student Coordinator Kyle Martini, described ALI as, "a leadership building/scholarship opportunity," saying that, "(the members) put a lot of time, work, and effort into building their leadership skills and growing together as a group." The retreat was a departure from the normal meetings, and was intended to allow members to the opportunity to forge new friendships with one another.

The fine-tuning of participants' leadership abilities was included on the agenda for the weekend. Speaking about the objectives of the weekend, Martini explained, "They learn the different types of leadership, like what makes a good leader and a bad one. It's really about learning how they relate to others and how they relate to themselves." Lyndi Hall, a volunteer and non-member of ALI was present for the retreat, which granted her an outsider's perspective on the experience. She was responsible for helping with activities, food preparation, and keeping tabs on the attending students.

"It was interesting to see how the group was so diverse with their leadership qualities. Every aspect of someone's personality can be attributed to how they make good leaders," Hall said.

Members participated in an assortment of games, some purely for fun, and some targeted at enriching their leadership abilities. At one point, the students were asked to survey a collection of 81 cards, each one displaying a different value. The next step was to whittle the 81 cards down to the 5 values they hold most dear.

Hall considered this assessment especially beneficial to the members, saying, "One of my favorite activities for the retreat was the values assessment. I had just taken the value assessment 'quest' about a month ago for CA training, and in that time the process of taking the assessment had already changed."

"Their values shape how they lead and what their main focus is," stated Martini, who played a large role in designing the exercises and team building activities. The game encouraged players to meditate on which principles they consider most important, knowledge they can later pull from when defining their personal leadership style.

The members of ALI typically attend hour-long meetings every Friday for 10-12 weeks each semester, and have the opportunity to receive a 1,000- dollar per semester scholarship for housing at UAS. According to Martini, "In normal meetings, it's more about us lecturing, talking about leadership, and presenters coming in. The idea of the retreat was to get everyone together and discussing leadership styles. It was also a chance for them to get to know themselves."

According to ALI's program goals, participating students will gain the a better understanding of leadership, in both theoretical and experiential forms, discover their own way of practicing leadership, and receive an education in the ways of managing groups of people. ALI claims to help members, "Improve their communication skills, critical thinking skills, problem analysis results and management skills," as well as encouraging their ability to, "lead a team through the successful design, planning, completion and assessment of a project."

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— New Financial Aid Director at UAS —

BY JOE NELSON

Vice Chancellor for Enrollment Management

For the UAS Whalesong

On October 2, 2016, Janelle Cook will be taking over the position of Financial Aid Director. She moved to Juneau to take an Advising position in the Financial Aid Office at UAS in 2010. Over the last six years, Janelle has learned nearly every aspect of the job working for three different Financial Aid Directors. As with any job, there will be challenges. In this case, Janelle is already a high performing professional staff member who understands not only the technical aspects of her job, but gets the human element of providing quality financial aid service to students and their families. For most of our students, affordability is a top priority. That said, according to Janelle, only a small portion of students take the time to apply for scholarships. In talking to her about the job, I know that she is excited to take on this new role because she can see areas for improvement and she genuinely believes in student success.

Janelle is Yup'ik from Dillingham, Alaska. With the help of the University of Alaska Scholars Program, Janelle graduated debt-free from UAF with a Bachelor's degree in Rural Development. Janelle has held leadership positions within the statewide and regional Financial Aid Administrator organizations. I hope you will help me welcome Janelle to her new job and thank our outgoing Financial Aid Director, Eric Ramaekers for his service.

EDITOR'S NOTE: I've spent too much time trudging through the woods, avoiding zombies or stalking humans to understand what Humans versus Zombies was like when it was first introduced. To almost all of the students here today, HvZ has been a mainstay of campus. So what was it like during the first HvZ? In answer to that question, I have dug an article published shortly after the first game of Humans versus Zombies from the Whalesong Vaults. For those of you who are unfamiliar with the game, here is what you can expect from this week. Enjoy!

**BY MCKENZIE DORNBIRER
AND JUSTIN PARISH**

*For the UAS Whalesong
Dated April 23, 2012*

Zombies have taken over campus! Well, just for a week in early April as part of Humans versus Zombies (HvZ), a nationwide game that fosters student engagement.

The University of Alaska Southeast held its own zombie takeover during the week of April 9. The event was put on by the Student Activities Board, and proved to be a major success - with students reporting stress relief, exercise, and new friendships made. Most importantly, everyone had a ton of fun.

It was hard not to notice the hoards of students in bright orange "Human" or "Zombie" arm and headbands, hiding in bushes and carrying Nerf dart guns around campus. Between classes, if they were outside, the game was on! 115 students took the game very seriously.

Tara Olsen, director for the Student Activities Board here at UAS said that they brought HvZ to UAS in order to foster student engagement.

"The purpose of Humans versus Zombies at UAS was to increase student engagement; encourage creative expression, problem solving, and teamwork; stress relief; and to get students exerting themselves physically between classes," Olsen said.

The premise of HvZ, as described on the official Humans Versus Zombies website (humansvszombies.org) is as follows:

"Humans vs. Zombies is a game of tag. All players begin as humans,

and one is randomly chosen to be the "Original Zombie."

The Original Zombie tags human players and turns them into zombies. Zombies must tag and eat a human every 48 hours or they starve to death and are out of the game." At UAS, the rules were altered slightly to serve our smaller campus. For example, zombies needed to tag a human every 24 hours to avoid starvation, but the general concept remained the same.

Student Kaycie Thompson invited some "human" friends over for a movie on the first night.

"It was a very scary time. Everyone was terrified. We had to clear the way for our friends to get to the apartment.

be transported away from the zombie-infected area," Olson said.

"I want to emphasize the tremendous amounts of new friendships that were a product of this week long game. I personally have made several connections and friendships that will last well past graduation," said Student Activities Board leader Jeton Johnson. He also told of one of the hidden costs of the game.

"My phone broke...but it's kinda pointless being mad about a phone when you make so many new friendships."

"This game really energized the campus and got everyone talking/interested in what was going on. One of

evacuation point before any zombies.

"We ran through the woods between housing and the REC. We all fell. I lost my phone," said student Montana Lee Nolan, attributing their success to good planning and being well-armed.

If the first group had kept possession of the doorway, the later arrivals may have had a chance. However, they fled before the first concentrated assault of zombies on the evacuation point and of the many humans who attempted the doorway after them, only five made it through.

Led by J.J. Cunnington, those five ran around the REC, through the backdoor, out the front door, and back in, to triumph.

Cunnington reflected on his strategy in the the week-long game.

"People with the biggest guns got targeted first. . . Stealth was the name of the game, which points against the action hero mentality, which I will carry with me in case of an actual zombie apocalypse."

In a strange travesty of justice, Rob Madderra, the original zombie, was amongst the evacuees. After a week of terrorizing humans to feed his insatiable hunger, he was cured and escaped.

To date there has been no official confirmation from campus administrators that the zombie threat has been liquidated. Olson noted that it was highly likely that the virus would mutate over the summer and perhaps erupt again sometime during the 2012-2013 school year (i.e. this year's game was such a success that the Student Activities Board plans to hold two more HvZ games next year; one in the fall, right in time for Halloween, and another in the Spring.) Also, no permanent vaccination for the virus has been discovered as of yet.

Consider yourself
warned.

**"MY FAVORITE THING WAS THE INTENSITY...
ESPECIALLY WHEN HUMAN. SNEAKING
AROUND THE BUILDINGS, TAKING THE
WOODS [TO CLASS], RUNNING FOR YOUR
LIFE..."**

We felt so alive!" Thompson said.

Student Joe Lewis echoed her sentiments.

"My favorite thing was the intensity... Especially when human. Sneaking around the buildings, taking the woods [to class], running for your life," he said. Every night, when he got home his fiancée would ask him, 'Did you die?'

Another student, Kierstin Barlow, described her feelings about being infected by one of the zombies:

"I went from anger at being infected, to acceptance, to just wanting to eat people," she said.

"Humans and Zombies completed missions like: transporting a scientist to a new lab so he can continue work on a zombification antidote; obtain a blood sample from the original zombie; locate items to reenforce your base and hold the base for a certain amount of time; and get to the evacuation point to

our professors, Sol Neely, was involved a mission. Our Mourant Cafe staff offered zombie make-up to participating students, and numerous students, staff, and faculty were entertained watching the game unfold on campus," Olson said of the zombie takeover.

Professor Neely lauded the game.

"It allows students to gain an intimacy with campus. That's part of being at home here."

The total cost of the game came to about \$1000, including: 100 bandanas, subsidized Nerf blasters and the apocalypse party.

Of the 115 humans who began the game on Monday, April 9, fewer than a dozen survived and were evacuated in the final mission. A few more survivors remained huddled in their homes, clutching their socks close and their blasters closer, waiting for the end. Only two small groups escaped.

The first group arrived at the

— Study Away: —

A Year in Northern Ireland and Switzerland



BY EMILY WILLAUER

*For the UAS Whalesong
Photos courtesy of the same*

There are many reasons why people decide to embark on European Study Abroad. Maybe it's because we've lusted over a specific country, been Tumblr-ing Europe for far too long, or have otherwise been daydreamed about different opportunities. I had 3 criteria for attending university: To go to a small school, to join an organization and to Study Abroad. Fall 2015 and Spring 2016 gave me that opportunity.

Before I get into the particular paragraph where Emily runs from airport to airport with one carryon bag and low phone battery acting as her map/ticket/lifeline, I want to emphasize that every step is absolutely worth it. From sitting down with Marsha for the first time to discuss choices, to clicking send on the application, to waving goodbye to family at airport security to the whirlwind that travel is to plopping back in that favorite spot back home responding to everyone's, "How was your trip?"

I did not go on a 'trip', nor on a vacation. I lived. I paid rent, I bought cookwear, I had a monthly bus pass. When going on excursions, I referred to my international apartment as 'home'. I had a favorite local bar, grocery store and coffee shop.

Fall 2016 I was accepted to Study Abroad in Coleraine, Northern Ireland, United Kingdom, a tiny town in the northern part that nobody thought was the United Kingdom anyway. Population 30,000. Slightly different than my 14 million population home. The climate was familiar; cold, overcast, wet.

Other than the fact that we could drive in and out of town and drove on opposite sides of the road, you'd think you weren't that far from Juneau. It was fun listening to English speakers, yet not quite understanding English. My roommate, Eaodian, asked me my first week if I wanted "a fag." I blanched, declining. It wasn't until I joined the fencing team did I follow two fellow male teammates outside to see how 'splitting a fag' would be like. Did they keep them around the corner? Turns out it was a cigarette. Who would have thought The United Kingdom would willingly give an American a sword. I learned how to wield and compete in two different swords, foil and epee. While not bouncing around on the iconic rolling hills that looked like a green sky with white sheep clouds, I joked with fellow Nerds with Swords. We saw Star Wars: The Force Awakens together. Our instructors declined our proposal of using the budget for light sabers or putting glow in the dark paste on the swords and fencing in the dark.

School was interesting too: no restrictive attendance policies, small class sizes, interesting content. I took Historical Film Adaptation, The Life of Macbeth and The Beat Generation. Nothing like studying Ginsberg with Lady Macbeth in movie format. Ulster University had a 24 hour computer room. I spent about 4 nights writing essays in that room.

Starbucks was announcing their Christmas cups when I got word I was accepted to study at a university in Lausanne, Switzerland. Turns out the only way for me to get a Swiss visa is through the Swiss embassy in San Francisco, California and could only mail the application from a US

address. This posed a problem in Northern Ireland. Thankfully my parents acted as the middle man. This all instigated around thanksgiving, the first time ever I had to go to class on that day. My friend Wendy and I celebrated the college way. Turkey sandwich slices, American beer, mashed potatoes mashed with a fork and store bought pumpkin pie.

As winter arrived, I traveled throughout the United Kingdom a lot. Wales, I'm looking at you for next trip. Public transport wasn't bad in Ireland. Getting between both countries was a breeze. To get to Dublin, I would take the train from Coleraine to Belfast, Northern Ireland (2 hours) and the bus from Belfast to Dublin, Ireland (2 hours). Flights were significantly cheaper in Dublin; it was the Euro and a larger airport. Friends came from Juneau and we road tripped along the Ring of Kerry, a wonderful scenic route my driver treated like a race course. I visited Edinburgh, staying at a castle-themed hostel twenty feet away from Edinburgh castle. I went back to Dublin as the best tourist ever. After a wonderful traditional English Christmas Dinner in Dawlish, England (another small town nobody knows) and flew to Disneyland Paris in France for \$11 before returning to Northern Ireland for a wrap up month.

10 days before I'm supposed to leave Northern Ireland, the embassy required me to mail my passport to them (from said US address). I airmailed it to my parents, who airmailed it to San Francisco which they ground shipped it back to my parents who over-nighted it to me. I received that

beautiful, beautiful blue rectangle 20 hours before departing the country. It was difficult saying goodbye to my new family and hello to the unknown without anytime to reflect. What happened in that neutral country is something I like to call culture shock squared.

It's hard to write from my heart because for me Europe was not one rapid adventurous heartbeat. It was the steady beat of life, you have to go up and down to remain alive. I thrived in Northern Ireland and struggled in Switzerland. I ate the same meal for lunch for 3 weeks because it was the only thing I could afford. I finished 3 television series on Netflix. I had tea at 3 p.m. every day in the UK and gelato at 4 in Italy.

Traveling is only romantic when you've returned home. It requires flexibility, perseverance, an understanding of irony and a willingness to get the job done. Regardless if it's pushing through a dense crowd to get to a train to paying the cheaper fare to get 3 hours less of sleep. I can promise sometimes everything will not go right. Hindsight, those make the best stories. I fell in love with Amsterdam canals and Dairy Farms in England. I ordered coffee in four different languages. I never felt like an American until after I left America. I stand proud of my heritage, not ignorant of other's differences and influences. Yes, I did amazing things like study inside the Bodleian Library where they filmed Harry Potter library scenes but I also got on the wrong train in France at 11 p.m. just after the attack. I've also slept in an English train station at freezing temperature because the airport closed for 3 hours. Studying abroad is not to reinvent yourself, it's to challenge and to enhance yourself.



Student Government Update: — September 28, 2016 —

BY DAVID RUSSELL-JENSEN

For the UAS Whalesong

Your student government, the United Students of the University of Alaska Southeast, Juneau Campus (USUAS-JC), wish a belated welcome (or welcome back) to UAS! We hope that you, dear reader, may have met some of us at some of the kick-butt events we've hosted or sponsored both on and off campus this year so far. With the sponsorship of GCI, we co-hosted the Welcome Back Bonfire, and in collaboration with the Student Activity Board, we sponsored Campus Kickoff earlier this month, an event we hope everyone made it to and got some great food, UAS merchandise, and connected with clubs, other students, and the campus. We're looking forward to sponsoring more events this year and look forward to meeting everyone.

Our team is composed of five senators, one vice president, and one president, all elected at large by you, students! Elections happen both in the fall and in the spring semesters. In the spring, four members were elected: Senators Alicia Norton, Lyda Rees, Vice President Austin Tagaban, and President David Russell-Jensen, which left three senator seats open. Student government

representatives were at Campus Kickoff to entice you with Paninis and encourage you to run for student government! We want to extend a huge thank you to the candidates who ran for the senator positions, and are happy to welcome Senators Paige DeBoer, Cassidy Briskar, and Kelly Gerlach!

Check us out on Facebook (University of Alaska SE Student Government) or our website (just Google "USUAS-JC") to find out more about what we do and to find our weekly meeting time. Additionally, we have free coffee and sweets every Wednesday from 10:00 a.m.–noon in the Student Government Office, located downstairs in the Maurant Building, Room 124 (just go past the Student Resource Center, past the Counseling Center, through the first double-doors, and on the right next to the elevator). Feel free to stop by the office any time of the week — we're usually there.

Your student government,
David Russell-Jensen, Austin Tagaban, Alicia Norton,
Lyda Rees

— Board of Regents — Continued from Page 4

BY HOLLY FISHER

For the UAS Whalesong

September 15 and 16 saw the Board of Regents here at UAS. The changes that were decided on began with their choosing not to push for a single University of Alaska accreditation, instead maintaining the separate accreditations and identities across all three universities.

Following that decision, President Johnson put forward a plan to align the business programs across the UA system to reduce redundancy. What was decided was that UAF and UAA will maintain their full business schools with deans. UAS will provide the online option for outlying areas and continue to offer business programs under the School of Arts and Sciences.

The Board approved consolidating teacher education into one UA school with a single dean. They did not settle the question of who would be the lead campus or who would serve as the dean, but it is expected to be revisited in November of this year. A strong emphasis has been placed on the University of Alaska's need to expand teacher education in the coming years.

For those of us wondering where our degree programs will go, or if they will still exist, information is available at www.alaska.edu/pathways with recent developments, FAQs, and timelines.

THE WHALESONG IS ONLINE!

Come take a look at our website at
www.uaswhalesong.com
for articles, photos, and more!

UAS was shocked Sept. 14 to hear that former student Reed McWilliams passed away while swimming in the Connecticut river the day before. Reed was a student at Juneau Campus and an ANSEP scholar from 2013 to 2015. A bonfire was held in Reed's honor at the Noyes Pavillion Saturday, Sept. 17. The event was attended by over 25 students and staff, who swapped stories about Reed and wrote notes of condolence to his family in Bethel. Stories overwhelmingly cited Reed's passion for learning and love of the outdoors and all growing things.

Photos by Steve Brockmann; Portrait of Reed McWilliams (below) retrieved from a Student Conservation Association News Release (<http://www.thesca.org/news/state-statement-passing-sca-nh-amicorps-member-reed-mcwilliams>).



— My Friend Reed — An Essay In Memoriam

BY LUKE BROCKMANN

For the UAS Whalesong

The moment I came around Douglas Island headed home from fishing September 14, 2016 my phone exploded. As I quickly checked it, I saw everyone's posts about the bad news. I still can't fully comprehend it. The posts were a group of shared messages from the Student Conservation Association, accompanied with the re-posters' opinions. People I didn't even know were sharing some of the most emotionally charged condolences. The original post was a photo of my good friend Reed, with his "traditionally Reed" long blond hair and large radiant smile. The accompanying note read:

"We are deeply saddened by the loss of SCA New Hampshire AmeriCorps member Reed McWilliams, 21, of Bethel, Alaska. On Tuesday, September 13th while off-duty, Reed drowned while swimming in the Connecticut River in Cornish, NH. Earlier in the day, he and his SCA corps mates had been working to restore a section of nearby Saint-Gaudens National Historic Site."

Reed's deep love of the outdoors, his determination to give back, and his joyful spirit will be greatly missed.

Our thoughts and hearts are with Reed's family, his loved ones and all those affected by this terrible loss."

Reed, you were the most beautiful soul in this dead end town. You were a beam of hope in a world of gray - the scientist who was going to do crazy things! the guy who was going to change the world; a kind gentleman to all he met-; a person who never let anything get him down; a person who genuinely wanted to make the world a better place.

I knew Reed through what brought him to Juneau: the University of Alaska Southeast. I remember the night like it was yesterday. A handful of friends and I were sitting in a small group room in the Banfield housing building. We were all freshmen, struggling with our beginner biology homework during the first week or so of class. After milling around for about an hour or so, one of my friends threw her arms up in defeat and announced to the group

"Someone just go get Reed, he knows this stuff"

She then got up and left the room to go get this "Reed" character. When she returned, she was accompanied by a tall, thin young man around the age of 19. He had long, thick blond hair and a large goofy smile resting on his face. He proceeded to excitedly try and explain our homework to us at least three different times. I think two other students may have understood him, however most of us were still confused.

"I can't believe you guys aren't just completely mind blown by this" he said as we packed up our stuff to go home. He then proceeded to ask me if I knew anyone who had any spare fishing lures he could use to get some salmon to feed himself. My ears perked up and I invited him out to my truck. After that night, a friendship began to develop. By the end of it, I saw Reed as more of an inspirational brother than a friend.

Reed's death has shocked and saddened the hearts of many. He touched the lives of so many people across so many so many demographics; a person who will remain in the memories of those he knew. Rest in peace you crazy hippie. I'll never delete that last voicemail from you talking about fishing. You will forever live on in the hearts and minds of those you influenced and inspired.

— Health Corner: — Grief and Healing

BY MARGIE THOMPSON

For the UAS Whalesong

As a member of the UAS Community, you may have been impacted by tragic news of recent deaths and loss. Our most recent passing of student, Reed McWilliams, who suddenly passed away last weekend, can bring a host of grief and loss feelings including, shock and disbelief, sadness, anger, fear, physical symptoms and even guilt. This is an important time to take care of yourself while you begin the healing process.

Recovering from grief and loss is a normal process and important in dealing with the thoughts and feelings you experience when someone you love and care about dies. It is a necessary, although painful, part of the grief process.

It is best to think of grief as a roller coaster, rather than a series of stages to go through. Like many roller coasters, grieving is full of ups and downs, highs and lows. The ride tends to be rougher in the beginning; the lows may be deeper and longer.

While loss affects people in different ways, many people experience the following symptoms in the early stages of grief:

*Shock and disbelief-right after a loss, it can be hard to accept what happened. You may feel numb, have trouble believing the loss even happened, or even deny the truth. If someone you love died, you may expect them to show up, even though you know they are gone.

*Sadness-Profound sadness is probably the most universally experienced symptom of grief. You may have feelings of emptiness, despair, yearning or deep loneliness. You may also cry a lot or feel emotionally unstable.

*Guilt: You may feel regretful or guilty about things you did or didn't do or say. You may also feel guilty about certain feelings, (feeling relieved when a person dies after a long, difficult illness).

*Anger: Even if the loss was nobody's fault, you may feel angry and resentful. If you lost a loved one, you may be angry at yourself, God, the doctors, or even the person who dies for abandoning you. You may feel the need to blame someone for the injustice that was done to you.

*Fear: A significant loss can trigger a host of worries and fears. You may feel anxious, helpless, or insecure. You may even have panic attacks. The death of a loved one can trigger fears about your own mortality, of facing life without that person, or the responsibilities you now face alone.

*Physical symptoms: We often think of grief as a strictly emotional process, but grief often involves physical problems, including fatigue, nausea, lowered immunity, weight loss or weight

gain, aches and pains and insomnia.

The single most important factor in healing from loss is having the support of other people. Even if you aren't comfortable talking about your feelings under normal circumstances, it's important to express them when you are grieving. Sharing your loss makes the burden easier to carry. Wherever the support comes from, accept it and do not grieve alone. Connecting to others will help you heal.

When you are grieving, it's important to take care of yourself. The stress of a major loss can quickly deplete your energy and emotional reserves. Looking after your physical and emotional needs will help you get through this difficult time.

Plan ahead for grief "triggers". Anniversaries, holidays, birthdays can re-awaken memories and feelings. Be prepared for an emotional wallop, and know it's completely normal.

It's normal to feel sad, numb or angry following a loss. But as time passes, these emotions should become less intense as you accept the loss and move forward. If you aren't feeling better over time, or your grief is getting worse, it may be a sign that your grief has developed into a more serious problem, such as complicated grief or depression. UAS Counseling Services is available for all students to help process any and all grief reactions. Appointments can be made at 796-6000.

Even in the deepest gloom, we can trust that it will eventually get better. Guidance from a counselor or support group can help one again find self-confidence and hope.

*Source: Hospice Foundation of America



**UNIVERSITY
of ALASKA
SOUTHEAST**

BY HOLLY FISHER*For the UAS Whalesong*

As many may be aware, we are in the midst of the centennial years of World War I. This part of the 21st Century recalls all that happened 100 years ago and the ways in which our societies were changed and rewritten along new lines. During those turbulent years, old empires toppled as new countries were born, the cavalry charged against the new machine guns, and the tragic word 'Genocide' was coined for the first time. The shockwaves of The Great War still reverberate today, echoed in many things we now consider to be the norm. To fully appreciate the magnitude of these changes, one needs to spend time with the events.

This year recalls 1916, the mid-point of the conflict. Two grueling years were over and two were still to come. Though many of the most famous parts of the war happened during 1916, a lot of people have trouble sorting the timelines and knowing exactly what happened. With this article, I hope to introduce you to a small sampling of some of the most pivotal moments and hope it will encourage you to learn more of this incredible and terrible affair. In this article, 'casualties' refers to the injured and missing as well as those killed in combat.

At the beginning of the year, the Gallipoli Campaign (also known as the Dardanelles Campaign) came to an end on January 9 with the Allies pulling the last of their troops back to Egypt. The assault and amphibious landing by French and United Kingdom troops was intended to capture Constantinople (Istanbul) and to open the

waterway to the Allied power of Russia. However, the Ottoman troops were able to hold back the advance for more than 8 months. The evacuation began on December 7, 1915 and took just over a month to complete, ending with a massive casualty count on both sides. Despite no major military gains or losses on either side, the peoples of the involved countries were greatly affected. The Turkish commander Mustafa Kemal led the Turkish War of Independence eight years later, boosted by his national popularity from the successful defense campaign. This resulted in the declaration of the Republic of Turkey. The campaign was also the catalyst for the birth of national identities in Australia and New Zealand, whose troops described the experience as a 'baptism of fire.' These countries celebrate the day their troops joined the campaign in much the same way as we celebrate our Independence Day.

In France, the Battle of Verdun began with the Germans targeting the town of Verdun to "bleed the French white" by drawing in and destroying the enemy troops in masse. However, the French were able to counter these plans enough to halt the German advance after only some initial success. For 10 months the cycle of counter-attacks and bombardments stretched on with no sign of ending. The German troops came within two

A Time to Remember: — World War I, 1916 —

miles of the town by the middle of the year but called off their offensive soon after. The battle was not over though. French troops counterattacked and began an effort to retake their lost territory that lasted into December. Verdun was both one of the largest and longest engagements of the war, lasting from February 21 until December 8 with casualties estimated at 700,000-1,000,000. To put this in perspective, this estimate is over 30 times the population of Juneau.

The second of the famous French battles of 1916, the Battle of the Somme (also the Somme Offensive) began on July 1 and ran through November 18. It was a French-British contribution to a wider Allied plan from 1915 that was intended to break through Central lines all along the front. However, with the devastation of Verdun mounting rapidly, the aim was shifted to aim chiefly at bleeding the Germans of supplies and helping to relieve pressure on the other battlefield. There were three phases of the Somme which each consisted of 4-6 battles. It was originally planned for the French to make up the bulk of the forces, but Verdun forced the British army to take on the main weight of the offensive. The end result of the multi-staged campaign was an Allied gain of 6 miles, the greatest advance since the Battle of the Marne in 1914. The overall Somme campaign has been recorded as one of the bloodiest battles in human history with casualties estimated at over 1,000,000.

Moving from land to water, 1916 contained the largest naval surface battle of the entire war. During the rise of tensions prior to the outbreak of hostilities, it was generally assumed that any war would be decided "on the waves". Multiple nations built up navies and introduced submarine warfare in preparation for these predicted decisive battles. However, the Battle of Jutland from May 31st to June 1st was the only full-scale marine battle involving warships. It was fought between the British Royal Navy and the German High Seas Fleet just off the coast of Denmark's Jutland Peninsula. The Germans sought to lure out a portion of the Royal Navy in an effort to break the Allied blockade of Germany, while the British were concerned with possible attacks on their shipping lanes. During the day-long battle, 25 ships were lost with great loss of life. Both

sides claimed victory of a sort but neither was able to do so concisely. This was the beginning of the end of surface naval encounters. The German fleet put out to sea only three more times before turning to commerce raiding as the preferred method of marine combat. Jutland is noted as the last major battle between warships in world history.

Another event on the waves that made a smaller but still notable impact on history was the sinking of the HMHS Britannic. One of two sister ships of the fateful RMS Titanic, she received retrofits that were intended to address the flaws that doomed her sister, including redesigning the lifeboat deployment system and moving multiple of the watertight bulkheads to higher levels in the ship. She was launched on February 26, 1914 but the war broke out before she could embark on her first trans-Atlantic voyage. In 1915, Britannic was requisitioned to serve as a hospital ship (HMHS stands for His Majesty's Hospital Ship) in the Gallipoli campaign, for which she served 5 successful missions. On November 21, during the first portion of her sixth trip, she struck a German mine off the coast of Greece and sank within an hour. Of the 1,065 people onboard only 30 were lost, owing in part to the improvements on her design. The Britannic remains the largest ship lost during the war and is tied with her unfortunate sister for the largest passenger vessel currently on the ocean floor.

I will end the list here before it trails into infinity. Rest assured that there are many events that I was not able to even reference. The First Siege of Kut, the Easter Rising, the battles of Isonzo, and the sinking of the HMS Hampshire are just a handful more that you may or may not recognize. Information of this war is often less plentiful in the United States than that regarding World War II, owing to our much more personal involvement in the second conflict. But, like I mentioned at the beginning, if you want to find the seeds of our modern world, the events of 1914-1918 must be explored in detail.

If you caught even a spark of interest from this brief list, I strongly encourage you to follow it. I knew nothing about the First World War until I happened across a photo of an early tank crossing the trenches. The history is rich, terrible, and complex, and should not be forgotten for all it did to change and shape the societies we live in today. As people across the globe memorialize the events of 100 years ago, I hope that we can all learn of and remember The Great War and all that was done in its name.

Alaska Leadership Initiative

— (Continued from page 4) —

BY KASEY CHEN*For the UAS Whalesong*

While ALI's leadership ideals were present during the retreat, Martini thought students gained something extra from the experience, saying, "I think (the members) mainly just had a lot of fun. I think they realized that a school program could actually be fun and not just a learning experience. A lot of people met new friends that they maybe didn't think they had too much in common with and through the games we played and the exercise we went through, I think they realized that they actually had a lot more in common with people than they thought."

Over the course of the retreat, those

attending were encouraged to develop both their leadership skills as well as the interpersonal relationships within their community. Making use of games and exercises, ALI leaders sought to create an environment for members that allowed them to better get to know one another as allowing for personal introspective. With the conclusion of the retreat, the group leaders hoped that participants came away with a stronger sense of self, a trait they believe is essential to both leadership and life skills.

"Alaska Leadership Initiative."

University of Alaska Southeast. N.p., n.d. Web. 21 Sept. 2016.



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Together we'll go far



— Green Dot etc. Initiative — Urges UAS Students to Cut Down on Violence

BY KASEY CHEN

For the UAS Whalesong

The Green Dot etc. Initiative, a program that seeks to cut down on power-based violence, made an appearance at University of Alaska Southeast on Sunday, Sept. 18, for its inaugural round of Bystander Training. Their aim was to better equip those involved with the ability to understand and react as bystanders to situations pertaining to domestic violence, sexual abuse, and stalking. Students from universities around the country participated, and connected via intermittent live streaming of photos throughout the day.

The Sitka and Juneau campuses were represented by both the students attending and by the facilitators. Tara Olson, Juneau's Student Activities Coordinator, led the program with Sitka's Student Success Center Manager, Christopher Washko. Green Dot's training curriculum stipulates that, "... the training can include as many community members as resources will allow, but priority should be given to members that carry the most social influence across sub-groups." Among those in attendance were Community Advisors and other UAS student staff members.

The day's events began with a lecture-style talk during which Olson asked, "What is the scope of these issues?" and continued by saying, "We really need to look at statistics to get a feel for what these problems of power based personal violence look like."

Olson stated, "1 in 5 women will be sexually assaulted by the time they finish college, and 1 in 3 women will be sexually assaulted in their lifetime. 10% of men are rape victims. 1 in 8 UAS students, and this is a recent statistic, was sexually assaulted in the past year."

On a more personal note, Olson went on to say, "I haven't been comfortable with any statistic that I've seen. What we know is that far too many people are being hurt on our campus and in our communities."

Explaining the terminology within the Green Dot Strategy, Washko started by saying, "When you see a map and there are red dots showing up, it's something bad, right? If you see a red dot you can imagine this one occurrence, this one incident, this one outbreak of something bad. Then a couple more red dots pop up around it, and pretty soon it multiples and it's all over the place. Then you've got this map filled with red dots."

He then continued, "... imagine a single red dot showing up on our campus, and a red dot in this context is a single instance, a single choice to use a behavior, words or actions, to cause harm to someone else. Imagine then, that these red dots, these instances of harm that are occurring individually because of a behavior, a choice, are occurring all over our campuses. I promise you these things are happening."

Washko went on to address the inverse of the red dot, the green dot, by saying, "The solution to trying to stop these red dots needs to be reflective of the problem, and that solution is the green dot. A green dot is also a single instance, a single

choice that someone makes to make an effort, to take an active step to prevent, stop, interrupt, or make those red dots less likely to happen."

"Proactive Green Dots are anything you might do to shift community culture," Washko said, citing examples such as starting conversations about Green Dot with peers, volunteering for anti-violence organizations, and posting about Green Dot on social media.

Reactive Green Dots pertain to possible high-risk situations that require intervention on the part of the bystander. This type of green dot was divided into categories that Washko defined as the "three D's: Direct, Distract, and Delegate." Direct Green dots involve the bystander handling the situation head on and confronting those involved. Green dots that employ the distract method have the bystander changing the topic of conversation or pulling the focus of the situation away from a negative place. Delegating Green Dots take place when the bystander finds another person who is better equipped to handle the situation and entrusts them to stop it.

Participants partook in interactive activities throughout the training. Those attending were polled via their smartphones throughout the day with the results anonymously displayed on a screen at the front of the room. Students were also divided into teams and asked to participate in a number of games including a race to write as many hypothetical ways to intervene as a bystander in 4 different scenarios, and a competition to see which team could imagine the most possible Green Dots based off of random provided props. The teams competed for Green Dot chips that were later traded in for branded prizes.

The training lasted from 9 a.m. to 3 p.m., culminating in the participants circling up and each writing then reading a statement beginning with, "I believe" to the group. The event played into a series of anti-violence initiatives UAS has implemented on campus, coinciding with the September 8 screening of the documentary, *The Hunting Grounds*, which chronicles the lives of undergraduate rape survivors and the struggles they face. The Green Dot Initiative urges students at UAS and spanning the country to use their words and actions to prevent violence. Approaching the end of the day, Olsen made the statement, "Believing passionately isn't enough... because if you've learned this and you keep it to yourself, that's as far as it goes, and we need you to take it further."

Sources:

"The Green Dot Etc. Strategy." Live the Green Dot. Web. 18 Sept. 2016.

— A Note on — The Hunting Grounds

BY SUHIEDY REYES

For the UAS Whalesong

I had seen that this film was on Netflix, I even added it to my watch list but never came around to it. So when I saw that our school was showing this film, I knew that I had to see it.

I walked into the Egan lecture hall, lights already dimmed and ready for viewing, I saw that a good amount of people were already there and was excited for what was about to be shown to them. I knew this movie would be a hard topic to watch but in the end I also knew it was worth it.

The film itself was great! I will not go in much detail about it because I believe that everyone should watch this film and I do not want to spoil anything for you. Two girls from a pretty well known university teamed up together and started a protest that swept from University to University on how Universities do not report or act poorly on Title IX issues (Sexual assault, discrimination based on gender, domestic violence on campus, etc.) It was so empowering to watch how so many people got together to rally and protest their schools on this topic.

But at the same time it was so heartbreaking that it even had to come to that. I was watching this film with both a happy lens and a sad one. The film showed the stats of schools reporting sexual assault, most of them at least reporting 100 or less. It also showed from those reports how many perpetrators got expelled or even in trouble. Most of them got expelled for maybe a semester! A whole semester! Wow! After seeing that I cried.

The film also goes into how one woman killed herself because of her sexual assault. Right then and there I felt it, I felt that pain, I felt the room being so silent and everyone taking in what was happening. That someone had taken their life because they were raped and their school was not going to do anything about it.

How sad is it to think that you are going to a school where you think you feel safe and that everyone is rooting for you! Then something like this happens and University is trying to save their institution instead of the student. I cried some more. I cried thinking that I hope no one ever has to go through this here at UAS. I cried and held on to the person next to me, knowing that this happens to women and men all over our country and hardly anything is really done.

After the film, we held some discussions in classrooms, to let people talk about what they had just seen and to get it all out. It was hard as a student leader to let them express themselves, when all I wanted to do was rage about what I had seen and pull out my hair. But I had been here for so long, and I wanted to let them express themselves, Freshman here in college who like many in the film are so excited to be here and want to have fun. I was so delighted hearing their ideas and comments about the film and how we can make campus safer.

I believe one idea everyone had in common was that this film or something like this should be shown every year for those at UAS. Making it mandatory that we all know about this topic. I would say I agree, with such a real topic such as this, one that happens everywhere in all different colleges, we should know what are resources are, where to go to, and let it be known that we will not stand for it.

I am so grateful that UAS has made a position exclusively for Title IX and that more awareness is coming to our campus. If you did not get a chance to watch the film at the event, I highly recommend you watch it on Netflix.

— Campus Safety: —

September is National Campus Safety Awareness Month

BY LORI KLEIN
For the UAS Whalesong

In 1986, a young woman by the name of Jeanne Clery started her freshman year at Lehigh University in Bethlehem, PA. Jeanne and her parents were looking for a small and safe campus for Jeanne to start her college career, and Lehigh seemed to fit the bill. At the end of her freshman year, Jeanne was raped and murdered in her residence hall room. It was only then that her parents learned that her death was one of 38 major crimes that had taken place in or nearby the campus over the last three years.

Jeanne’s parents worked with legislators to implement the Clery Act requiring colleges and universities receiving federal financial aid to report major crime statistics annually. Those stats get shared with the federal government, with students and employees, and with the general public. You can find crime stats for the University of Alaska Southeast at: <http://www.uas.alaska.edu/policies/safety/crime-stats.html>

In 2008, the U.S. Congress unanimously designated September as National Campus Safety Awareness month. It’s an important time to introduce campus safety resources to new students and remind returning students and employees that it takes a campus community to create a safe learning environment.

- What has National Campus Safety Awareness Month looked like at UAS?
- Training employees on emergency management and Title IX services and resources
 - Conducting emergency management tabletop exercises
 - Sharing campus safety information with students at New Student Orientation
 - Promoting campus safety issues during Campus Kickoff
 - Engaging students through The Wall of Hope – suicide prevention initiative
 - Screening the documentary film The Hunting Ground followed by discussion with students and community partners
 - Launching Green Dot – active bystander training for students

And what’s next? UAS is partnering with AWARE (Aiding Women in Abuse and Rape Emergencies) to bring advocate services directly to campus. Stay tuned for more about that. We are strengthening our partnership with the Juneau Police Department. In the months to come, you will see more programming and opportunities to engage in important conversations about campus safety.

Look out for each other. Ask for help if you or someone you know is in trouble or struggling. If you’re not sure who to contact, start here:

- 911 for emergencies
- 796-6000 Student Resource Center (counseling, advising, etc.)
- 796-6389 Student Conduct Director <http://www.uas.alaska.edu/students/guide/conduct.html>
- 796-6036 Title IX Coordinator <http://www.uas.alaska.edu/policies/titleix.html>

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Have your eye on 2016-17 academic year advertising slots?
Submit your ads, articles, or letters to the Editor to uas.whalesong@alaska.edu
before room runs out!

Submission Deadline*	Issue #	Publication Date*
September 5, 2016	1	September 14, 2016
September 19, 2016	2	September 28, 2016
October 3, 2016	3	October 12, 2016
October 17, 2016	4	October 26, 2016
October 31, 2016	5	November 9, 2016
November 14, 2016	6	November 23, 2016
November 28, 2016	7	December 7, 2016

*Exact deadlines and dates subject to change

OFF CAMPUS CALENDAR

WEDNESDAY, SEPT. 28

Write For Your Life, 10 a.m., Mendenhall Valley Library. The "Write For Your Life" group meets every Wednesday to share journal entries, memoir, letters, or poetry. Contact Dixie at 907-789-2068.

Weekly Old Time Music Jam

7 p.m., Alaskan Hotel Bar. Every Wednesday Old Time Music jam. All abilities welcome. Fiddle, guitar, banjo, bass, mando, uke, harmonica, etc. Free. Event Contact: Tom Paul, 463-3214.

FRIDAY, SEPT. 30

Birds on a Branch Painting

pARTy, 6 p.m., Louise Miller Fine Art Studio. Enjoy a fun evening with some of your favorite friends, or come meet some new ones as we paint two sweet birds sitting on a branch. All painting supplies, brushes, paints, smocks and a canvas will be provided. Adult classes are BYOB. Feel free to bring a snack to enjoy or share during all pARTies. Classes are taught in acrylics with your choice of canvas, so you will go home with a fun, finished piece of art. Pre-registration required. More information and to register: louisemillerfineart.com

Theatre Organ Concerts, noon, State Office Building Atrium. Theatre Organ Concert on the Kimball Theatre Organ at the State Office Building. J. Allan MacKinnon plays a variety of music.

SATURDAY, OCT. 1

DRAW Open Studio, 10 a.m., The Canvas Community Art Studio and Gallery. Take advantage of a purpose built still life or a live model in a studio setting to develop and maintain your drawing skills every Saturday. Visiting artists Tim Ortiz and Andreana Donahue will be available for guidance and instruction. Basic materials provided. \$20 (plus tax).

Sm'algayax Language Learners Group, noon, Edward K. Thomas Building. All who wish to speak

port our Juneau High School Music programs. For more information, contact Rhonda Jenkins-Gardinier at rhondulei@gmail.com.

Rolling With The Homies, 7 p.m., Canvas Community Art Studio. The Canvas Fundraiser Rolling With My Homies. 90's Dance Party. 21 and up. Tickets \$10.00 in advance @ The Canvas or \$12.00 at the door. Prizes for 90's costume, worst dance moves, limbo contest and more! Bring Cash for Beer, Song Request, Contest & Other Fundraising Activities. For more information, call 586-1740

SUNDAY, OCT. 2

Monologue Class - Perseverance Theatre Drama School, 6 p.m., Perseverance Theatre. Enrique Bravo is one of the current Resident Actors at Perseverance and has been working with the theatre since 2006. This course will help mine and shape individual monologues. By working with one specific piece of text and incorporating different acting techniques and exercises, both processes and performance are highlighted.

MONDAY, OCT. 3

Tlingit Language Learner's Group, 6 p.m., Downtown Juneau Public Library. This group, run by Tlingit language learners, is free and open to the community, regardless of language experience. For more information, e-mail tlngitlearners@gmail.com.

MakerSpace Open Shop, 6 p.m., 1759 Anka St. Mondays from 6-8 p.m. is MakerSpace OPEN SHOP! Come check it out and sign up to become a member. After a one-month trial period, you can gain full 24hr access.

TUESDAY, OCT. 4

JDHS Band Concert, 7 p.m., Juneau-Douglas High School. The JDHS Concert Band, Wind Ensemble and Jazz Band will be performing their first concert of the year. Come support our young musicians. Pay as you can admission and bake sale items available by donation. Proceeds sup-

port our Juneau High School Music programs. For more information, contact Rhonda Jenkins-Gardinier at rhondulei@gmail.com.

Westcoast Swing Dancing, 7:30 p.m., Suite 907. Westcoast Swing every Tuesday. Free. Go to www.suite907.com for more information, or e-mail suite907@gmail.com.

Haida Language Tuesdays, 5:30 p.m., Edward K. Thomas Building. Open to all interested in learning Haida.

THURSDAY, OCT. 6

KTOO Board of Directors, 5 p.m., KTOO Conference Room. The KTOO board meets on the first Thursday of every month except December. Meetings are open to the public and members are welcome to attend.

FRIDAY, OCT. 7

Empty Chair book Signing for Quiet Defiance, 5:30 p.m., Mendenhall Valley Public Library. Please join the Empty Chair Committee's celebration for completion of their final project and receive a complimentary copy of Quiet Defiance: Alaska's Empty Chair Story, while supplies last. The complimentary copies are made possible through the Empty Chair Project and its matching grant from the National Park Service. For more information, visit www.emptychairproject.wordpress.com

SATURDAY, OCT. 8

Extra Tough 5K & 1 Mile Fun Run, 9:30 a.m., Riverbend Elementary School. A short run goes a long way for NAMI Juneau! Run or walk to raise awareness during National Mental Illness Awareness Week and support

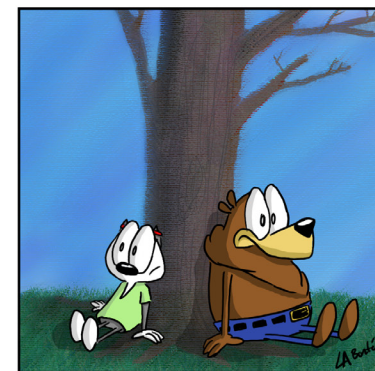
efforts to educate, support, and advocate for those affected by mental illness in our community. Raffle and giveaways with first 25 registered receiving a free gift! Registration at 9:30 AM with race starting at 10:00 AM. *Empire Cup event. For more information, visit www.namijuneau.org

TUESDAY, OCT. 11

Mudrooms, 7 p.m., Northern Light United Church. Theme: Skeletons in the Closet. "And you thought you knew your neighbor. . ." Music: Laura Zahasky Want to share a story at Mudrooms? Send us an email at: mudrooms.juneau@gmail.com with a brief description of the story you're interested in sharing and your phone number. Already spoke at Mudrooms? Join us again! Two veteran speakers per event; priority to newcomers until the 2 week mark. Alternates are always needed.

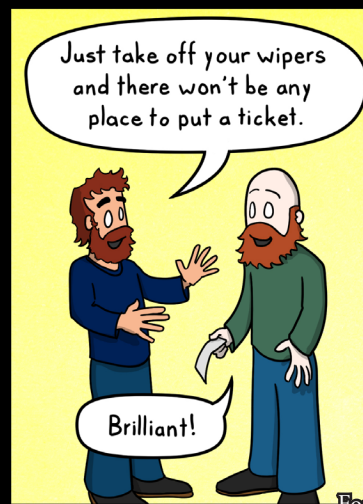


By: L. A. Bonté



For more comics and animations visit FilbertCartoons.com

Alaska Robotics



For more comics, visit www.alaskarobotics.com

ON CAMPUS CALENDAR

CAMPUS CLUBS

Student Government: 1:30 p.m., Mondays, Egan 219. jypres@uas.alaska.edu

Adventure Club: TBA, hkelchner@alaska.edu
Alskapella: Saturday Evenings, TBA, em.rademake@gmail.com

Baptist Campus Ministries: 9 p.m., Thursdays, Chapel By the Lake. uasbcm@gmail.com

Campus Inclusivity Alliance: 5:30 p.m., Thursdays. kejames@uas.alaska.edu

Cosplay Club: TBA, mere.de.la.luna@gmail.com

Creator Club: 4:30 p.m., Tuesdays, Egan 220. stefann.paddock@gmail.com

UAS Dance Club: TBA, mdclark5@uas.alaska.edu

Dancing Phalanges: 9 a.m., Fridays, Spike's Cafe. heartthathopeful@yahoo.com

Disk Golf Club: TBA, bafletcher@uas.alaska.edu

Flying University @ UAS: TBA, galindomarcos1@gmail.com

Gaming Club: 5 p.m., Saturdays, Egan Classroom Wing. czowal12@live.com

Lady's and Gentleman's Ice Cream Society: 5 p.m., every other Saturday. mrwillard@uas.alaska.edu

Math Club: 4 p.m., 1st and 3rd Fridays, Egan 219. dontplaywow@gmail.com

Mycology Club: TBA, anjohanson@uas.alaska.edu

Pre-Health Professions Club: TBA, mlschaake@gmail.com

UAS Radio: TBA, fathillet@alaska.edu
S.C.R.I.P.T.: TBA, fathillet@alaska.edu

SE Alaskan Prospective Accountants: TBA, jcmack@uas.alaska.edu

Spanish Club: 1:30 p.m., Tuesdays, Lakeside Grill. mcedeno2@uas.alaska.edu

Sustainability Club: 9 a.m., every other Wednesday. odonnell.gretchyn@gmail.com

Veterans and Family Student Association: TBA, daniel.rufkahr@uas.alaska.edu

Wooch.een: 2:30 p.m., Fridays, NRSC. jdmattsonwoff@uas.alaska.edu

WRITE: TBA, dyllynpossessesanemail@gmail.com

Young Americans for Liberty: 6 p.m., every second Tuesday, Egan 108. caseyb1989@gmail.com

WEDNESDAY, SEPT. 28

Noontime Cardio, noon, Recreation Center. Total body workouts that fit into your noon lunch hour. Intervals, various forms of aerobic training, core elements and flexibility each class. All abilities welcome! Cost: Members \$5, Affiliates \$10, Punch Passes Available. For more information, call 796-6544 or e-mail: rec_center@uas.alaska.edu

Climbing Cert Night, 7 p.m., Recreation Center. Free climb (boulder) or on belay. All climbing equipment is available for use. If you need to be certified this would be the night. Every Monday and Wednesday. Speak to our help desk for scheduling. Once certified you're good to climb when the REC is open! Call 796-6544 or e-mail rec_center@uas.alaska.edu for scheduling information.

Open Gym: Volleyball, 7 p.m., Recreation Center. Join your friends or make friends playing volleyball at the REC. All skill levels welcome! Monday (8:30 p.m.-9:45 p.m.) and Wednesday (7:00 p.m.-8:15 p.m.) evenings at the REC.

Open Gym: Dodgeball, 8:30 p.m., Recreation Center. This isn't your grade school game of dodgeball! Head over to drop-in dodge ball. It's fast, it's fun, and it's at the REC. Prepare for the Spring Black Light Dodgeball Tournament on March 10, 2017. Monday (7 p.m.-8:15 p.m.) and Wednesday (8:30 p.m.-9:45 p.m.) evenings at the REC this fall.

THURSDAY, SEPT. 29

Open Gym: Soccer, 7 p.m., Recreation Center. Join your friends or make friends playing soccer at the REC. A fast paced, fun sport...all skill levels welcome! Tuesday (8:30 p.m.-9:45 p.m.) and Thursday (7:00 p.m.-8:15 p.m.) evenings at the REC.

Open Gym: Basketball, 8:30 p.m., Recreation Center. Consider this

preseason, before the competition starts during intramural season in the spring. Join your friends or make friends playing basketball at the REC. All skill levels welcome! Tuesday (7 p.m.-8:15 p.m.) and Thursday (8:30 p.m.-9:45 p.m.) evenings at the REC.

FRIDAY, SEPT. 30

SAB Meeting, 3:15 p.m., Egan 224. Student Activities Board is all about bringing awesome events to our Juneau Campus! If you want to get a new event up and running or just have an event idea, drop by our weekly meetings! If you want to join Student Activities Board here is the first step! Can't wait to see you there! Meetings are every Friday! If you have any questions, feel free to drop by the Student Activities office in lower Maurant! For more information, call 796-6306 or e-mail sab@uas.alaska.edu.

Evening at Egan: Dr. Brian Buma, "Climate Change and the Southeast Alaskan Woods", 7 p.m., Egan Library. The temperate rainforest ecosystem is the most carbon-dense forest ecosystem on the planet, and it's changing rapidly. The various forests around the world are experiencing new disturbances and a rapidly changing climate. The North Pacific forests are no exception. This talk will present the state of the science in terms of what's changing and where things are going in the temperate rainforests of Alaska and the North Pacific. Dr. Buma is an Assistant Professor of Forest Ecosystem Ecology at UAS. Lectures are free and open to the public. All Evening at Egan lectures are simulcast on UATV Cable Channel 11 or live via Flash streaming video. For more information, call 796-6509 or e-mail chancellor@uas.alaska.edu.

MONDAY, OCT. 3

Student Government Meeting, 1:30 p.m., Egan 219. Please join Student Government for their weekly meeting. All students, staff, and faculty are welcome to attend. Please contact

us for this week's agenda items. For more information, call 796-6517 or e-mail jypres@uas.alaska.edu.

TUESDAY, OCT. 4

2016 City and Borough of Juneau Municipal Election, 7 a.m., Recreation Center. For more information on the CBJ Special Election visit their website: <http://www.juneau.org/clerk/elections/>

Zumba & Core, 5:15 p.m., Recreation Center. Party yourself into shape at the REC! Experience a full body workout to heart-pounding music that will have you moving. You'll be on your feet doing Zumba moves; on the floor for a focused core workout; and on the rollers for self massaging those tight and tired muscles. So whether on your way home from work or an evening break between classes, do something for yourself!. Cost: Members \$5, Affiliates \$10, Punch Passes Available. Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

WEDNESDAY, OCT. 5

Annual Exchange & Study Abroad Fair, 10 a.m., Spike's Cafe. Find out where UAS can take YOU during the annual Study Abroad and Exchange Fair! Representatives from Global Education Oregon (GEO), Institute for Study Abroad -Butler, Semester at Sea and Academic Programs International (API) will be here to pique your curiosity and answer questions. The UAS Coordinator will represent exchange options, and past UAS student participants will offer testimonials and insight to application processes and program procedures. You won't want to miss this once a year event! For more information, call 796-6455 or e-mail exchanges@uas.alaska.edu.

FRIDAY, OCT. 7

The 4th Annual NRSC Food Sovereignty Friday Series, 1 p.m., The Native and Rural Student Center.

The NRSC invites YOU to stop by and sample some of the finest food harvested around Alaska! Sponsored by the NRSC and PITAAS. For more information, call 796-6454 or e-mail nrsc@uas.alaska.edu.

Evening at Egan: Tom Henderson, "Aquaculture in Alaska?", 7 p.m., Egan Library. Seafood consumption continues to rise around the world, fueled by increased aquaculture production. The US government through NOAA is advocating a 50% increase in US aquaculture production by 2020. Alaska, with huge marine and freshwater resources, should be a part of the aquaculture economy, which will also help to diversify our State's economy. Mr. Henderson is a lifelong Alaskan who grew up in Haines. He works for UAS as an adjunct professor in Sitka. He now lives in Kake, and is the owner of oyster farm Pearl of Alaska. Lectures are free and open to the public. All Evening at Egan lectures are simulcast on UATV Cable Channel 11 or live via Flash streaming video. For more information, call 796-6509 or e-mail chancellor@uas.alaska.edu.

UAS Open Mic, 8 p.m., Student Housing Lodge. Sign-up at the Housing Lodge desk Oct. 3 thru Oct. 7. Call 907-796-6388 or e-mail erademake@alaska.edu for more information.

MONDAY, OCT. 10

Club Student Leader Orientation, 2:30 p.m., Egan 115. Please join us for an informal discussion on what you need to know as a student leader in your club. Clubs may send as many representatives as they want, and any club who sends at least one student will have \$20 added to their account! Call 796-6517 or e-mail jypres@uas.alaska.edu for more information.

To submit a calendar event or club, send the event/club name, meeting time, date, location, and contact information to whalesong@uas.alaska.edu.



UNIVERSITY
of ALASKA
SOUTHEAST

EVENING AT EGAN

UAS FRIDAY LECTURE SERIES IN THE FALL

MARK YOUR CALENDAR FOR THE FULL SERIES: SEPT. 16 – DEC. 2

FRIDAY, SEPTEMBER 30

CLIMATE CHANGE AND THE SOUTHEAST ALASKAN WOODS: WHAT'S HAPPENING IN OUR WARMER WORLD

Dr. Brian Buma, UAS Assistant Professor of Forest Ecosystem Ecology

The various forests around the world are experiencing new disturbances and a rapidly changing climate. The North Pacific forests are no exception. This talk will present the state of the science in terms of what's changing and where things are going in the temperate rainforests of Alaska and the North Pacific.

FRIDAY, OCTOBER 7

AQUACULTURE IN ALASKA? THE OPPORTUNITY OF THE CENTURY!

Tom Henderson, UAS Adjunct Professor

Seafood consumption continues to rise around the world, fueled by increased aquaculture production. The US government through NOAA is advocating a 50% increase in US aquaculture production by 2020. Alaska, with huge marine and freshwater resources, should be a part of the aquaculture economy, which will also help to diversify our state's economy.

FRIDAY, OCTOBER 14

READING WHAT COULDN'T BE WRITTEN: LITERARY SCHOLARSHIP IN THE SOVIET UNION, OR HOW SOCIALIST REALISM HIJACKED THE RENAISSANCE

Dr. Nina Chordas, Associate Professor of English

As a Russian speaker and Renaissance scholar, Dr. Chordas is interested in looking at Soviet interpretations of that historical period, which are markedly different from those of the West. In her studies and conversations with contemporary Russian academics, she learned that Soviet scholars, operating under heavy censorship, must be read "between the lines" in order to understand what they were really saying about the Renaissance and their own time.

FRIDAY, OCTOBER 21

TOPIC: HUMAN MIGRATION AND REFUGEES: PERIL AND HOPE

Dr. James Hollifield, Keynote Speaker for the Juneau World Affairs Council Forum

Professor James Hollifield is Professor of Political Science at Southern Methodist University, Ora Nixon Arnold Chair in International Political Economy, and Director of SMU's Tower Center. Global migration and the response of nation states is a major focus of his current research. His new project, *The Emerging Migration State*, argues that people move across borders for many reasons—economic, social and political—but rights are the key to migration governance, as modern states strive to fulfill three key functions: maintaining security, promoting trade and investment, and regulating migration.

ALL LECTURES BEGIN AT 7 PM

UAS Juneau Campus, Egan Library | Full details: uas.alaska.edu/eganlecture